

Creek Bridge High

6641 South Highway 41
Marion,, SC 29574

Grades 7-12 Middle School

Enrollment 422 Students

Principal Burnie L. Bell 843-362-3500

Superintendent Dr. Everette M. Dean, Jr. 843-423-2891

Board Chair McKeiver Williamson 843-423-6545

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	6	33

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	Unsatisfactory	Average	Yes
2005	Unsatisfactory	Below Average	No
2006	Unsatisfactory	Good	No

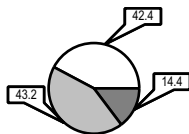
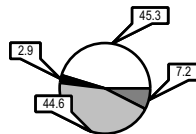
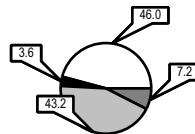
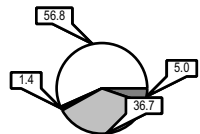
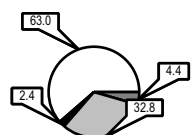
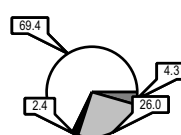
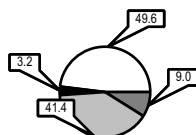
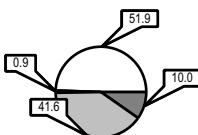
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

90.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	75.3	89.9
English 1	46.4	80.8
Biology 1/Applied Biology 2	61.5	48.5
Physical Science	34.0	24.8
All Subjects	54.8	82.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	145	99.3	42.0	43.5	14.5	0.0	23.2		
Gender									
Male	70	98.6	51.5	40.9	7.6	0.0	12.1		
Female	75	100.0	33.3	45.8	20.8	0.0	33.3		
Racial/Ethnic Group									
White	23	95.7	35.0	45.0	20.0	0.0	30.0		
African American	118	100.0	43.9	43.9	12.3	0.0	21.1		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	119	99.2	32.7	49.6	17.7	0.0	28.3		
Disabled	26	100.0	84.0	16.0	0.0	0.0	0.0		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	145	99.3	42.0	43.5	14.5	0.0	23.2		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Limited English Proficient	144	99.3	41.6	43.8	14.6	0.0	23.4		
Socio-Economic Status									
Subsidized meals	129	99.2	42.3	43.1	14.6	0.0	23.6		
Full-pay meals	16	100.0	40.0	46.7	13.3	0.0	20.0		

Mathematics – State Performance Objective = 36.7%									
All Students	145	100.0	45.3	44.6	7.2	2.9	18.7		
Gender									
Male	70	100.0	46.3	47.8	4.5	1.5	14.9		
Female	75	100.0	44.4	41.7	9.7	4.2	22.2		
Racial/Ethnic Group									
White	23	100.0	38.1	47.6	4.8	9.5	28.6		
African American	118	100.0	48.2	42.1	7.9	1.8	17.5		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	119	100.0	39.5	48.2	8.8	3.5	21.9		
Disabled	26	100.0	72.0	28.0	0.0	0.0	4.0		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	145	100.0	45.3	44.6	7.2	2.9	18.7		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Limited English Proficient	144	100.0	45.7	44.2	7.2	2.9	18.8		
Socio-Economic Status									
Subsidized meals	129	100.0	46.8	43.5	6.5	3.2	18.5		
Full-pay meals	16	100.0	33.3	53.3	13.3	0.0	20.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	145	100.0	46.0	43.2	7.2	3.6	10.8
Gender							
Male	70	100.0	44.8	44.8	7.5	3.0	10.4
Female	75	100.0	47.2	41.7	6.9	4.2	11.1
Racial/Ethnic Group							
White	23	100.0	14.3	71.4	4.8	9.5	14.3
African American	118	100.0	53.5	36.0	7.9	2.6	10.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	119	100.0	39.5	47.4	8.8	4.4	13.2
Disabled	26	100.0	76.0	24.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	145	100.0	46.0	43.2	7.2	3.6	10.8
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	144	100.0	46.4	42.8	7.2	3.6	10.9
Socio-Economic Status							
Subsidized meals	129	100.0	46.8	43.5	6.5	3.2	9.7
Full-pay meals	16	100.0	40.0	40.0	13.3	6.7	20.0

Social Studies							
All Students	145	100.0	56.8	36.7	5.0	1.4	6.5
Gender							
Male	70	100.0	58.2	34.3	7.5	0.0	7.5
Female	75	100.0	55.6	38.9	2.8	2.8	5.6
Racial/Ethnic Group							
White	23	100.0	38.1	47.6	14.3	0.0	14.3
African American	118	100.0	61.4	34.2	2.6	1.8	4.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	119	100.0	49.1	43.0	6.1	1.8	7.9
Disabled	26	100.0	92.0	8.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	145	100.0	56.8	36.7	5.0	1.4	6.5
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	144	100.0	56.5	37.0	5.1	1.4	6.5
Socio-Economic Status							
Subsidized meals	129	100.0	58.1	37.1	4.0	0.8	4.8
Full-pay meals	16	100.0	46.7	33.3	13.3	6.7	20.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	81	100.0	44.7	50.0	5.3	0.0	5.3
	8	71	98.6	52.9	35.3	11.8	0.0	11.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	69	100.0	43.9	34.8	21.2	0.0	21.2
	8	76	98.7	40.3	51.4	8.3	0.0	8.3
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	81	100.0	44.7	40.8	11.8	2.6	14.5
	8	71	98.6	54.4	41.2	2.9	1.5	4.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	69	100.0	33.3	53.0	9.1	4.5	13.6
	8	76	100.0	56.2	37.0	5.5	1.4	6.8
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	81	98.8	48.7	40.8	6.6	3.9	10.5
	8	71	98.6	41.2	50.0	8.8	0.0	8.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	69	100.0	54.5	28.8	13.6	3.0	16.7
	8	76	100.0	38.4	56.2	1.4	4.1	5.5
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	81	98.8	64.0	32.0	2.7	1.3	4.0
	8	71	98.6	60.3	36.8	1.5	1.5	2.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	69	100.0	63.6	27.3	6.1	3.0	9.1
	8	76	100.0	50.7	45.2	4.1	0.0	4.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 422)				
Students enrolled in high school credit courses (grades 7 & 8)	20.1%	N/R	9.5%	16.7%
Retention rate	7.3%	Down from 12.4%	4.6%	2.5%
Attendance rate	95.0%	Up from 93.9%	95.3%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 6.6%	0.9%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 6.0%	1.0%	1.0%
Eligible for gifted and talented	8.4%	Up from 5.8%	6.4%	15.6%
On academic plans	64.3%	N/AV	53.9%	39.9%
On academic probation	4.2%	N/AV	3.4%	0.7%
With disabilities other than speech	16.8%	Up from 16.1%	15.0%	12.4%
Older than usual for grade	19.7%	Up from 18.3%	8.3%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.7%	1.8%	0.9%
Annual dropout rate	0.6%	Up from 0.0%	0.0%	0.0%
Teachers (n= 29)				
Teachers with advanced degrees	65.5%	Up from 48.3%	53.8%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	19.7%	N/A	18.0%	9.1%
Teachers with emergency or provisional certificates	17.4%	Up from 9.1%	16.7%	5.6%
Teachers returning from previous year	N/A	N/A	77.2%	84.6%
Teacher attendance rate	95.7%	Up from 95.5%	94.3%	94.8%
Average teacher salary	\$37,208	Up 5.2%	\$40,455	\$42,267
Prof. development days/teacher	9.8 days	Up from 8.2 days	12.3 days	11.9 days
School				
Principal's years at school	29.0	Up from 28.0	2.0	3.0
Student-teacher ratio in core subjects	36.7 to 1	Up from 14.3 to 1	18.8 to 1	21.1 to 1
Prime instructional time	87.1%	Up from 87.0%	87.8%	89.0%
Dollars spent per pupil*	\$8,255	Down 15.7%	\$7,703	\$6,243
Percent of expenditures for teacher salaries*	49.8%	Up from 43.0%	54.8%	59.8%
Percent of expenditures for instruction*	56.3%		64.0%	65.2%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	Up from 13.1%	86.9%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Creek Bridge High School is proud of its many accomplishments during the 2005-06 school year. This year, we successfully accomplished the five-year accreditation study required by the Southern Association of Colleges and Schools. We continue to move forward academically, athletically, and socially. Our academic challenge teams successfully competed in several local and regional competitions. Our math team ended up as one of the top four teams in competition and our robotics team placed second in the Vex Competition in Connecticut. CBHS supports athletics with a strong football program, boys' and girls' basketball teams, track, baseball/softball, and cheerleading. We also have a variety of school-sponsored functions and after-school activities to foster a well-rounded education for our students.

We have made several additions to our school program to better serve our students including a mental health counselor who works with students' personal problems and referrals from guidance; Jobs for South Carolina Graduates' program which works with preparing students for entry-level jobs and assists students in achieving their goals for graduation; and GEAR-UP, a grant program and partner of SC Chamber of Commerce, which prepares students for secondary courses and post-secondary life skills.

Our teachers continue to teach the content standards, as well as reading and writing across the curriculum. The implementation of the Measures of Academic Progress (MAP) program, an assessment tool that provides teachers with periodic reports of students' academic strengths/needs in the areas of reading, language, mathematics, and science, has been critical in providing differentiated instruction to move each child along his/her continuum of learning and increase student achievement. We have also added a credit recovery program utilizing the PLATO software program.

CBHS faces challenges as we continually seek ways to improve student achievement and home/school relationships. We are proud of our active School Improvement Council and continue to forge ahead in a collaborative effort to include our families and community in school decision-making issues. Our parents, students, teachers, and community members form a family unit for building and maintaining positive relationships.

The ultimate mission of Creek Bridge High School is to prepare students to become lifelong learners and to be able to compete in today's global society.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	16	76	30
Percent satisfied with learning environment	62.5%	60.8%	83.3%
Percent satisfied with social and physical environment	75.0%	68.1%	65.5%
Percent satisfied with school-home relations	25.0%	80.0%	79.3%

*Only students at the highest middle school grade level at this school and their parents were included.